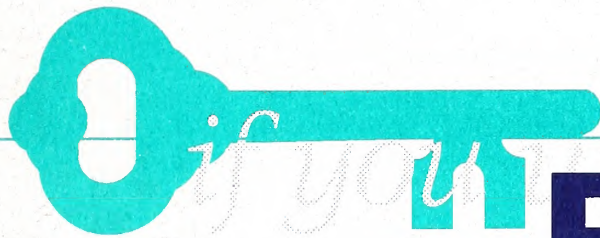


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# Biennial Report

*Making North Carolina  
Public Schools Better:  
The Bob Etheridge Years  
1989--1996*

North Carolina Public Schools  
State Board of Education • Jay Robinson, Chairman  
Department of Public Instruction • Bob Etheridge, State Superintendent





*"If you want a better world,  
you must describe it to a little child,  
and he or she will build it for you."*

State Superintendent Bob Etheridge  
1989–1996

The Biennial Report of the State Superintendent is compiled in compliance with General Statute 115c-21(a)(3) which stipulates that "such report is to include information and statistics of the public schools, with recommendations for their improvement and for changes in the school law." The recommendations are to be addressed to the Governor and members of the General Assembly.



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## Foreword

*"The People Have a Right to the Privilege of Education, and It Is the Duty of the State to Guard and Maintain that Right."*

*Article I: Constitution of North Carolina*

For the past eight years, public schools in North Carolina have been full participants in the nationwide school reform movement, a movement designed to make K-12 institutions better and more accountable to students and taxpayers. Billions of dollars were poured into public education by the General Assembly and by local county commissioners in those eight years. Those dollars bought more teachers, more teaching assistants, and more administrators. They bought a completely new state-developed testing and accountability program and a State Report Card that told citizens how their child's school was doing when compared with similar schools.

The dollars also spawned a philosophy that students should take more rigorous courses and more of them before they were allowed to graduate from high school. And, a philosophy of powering down to the local school system level for decision-making and expending funds.

The eight-year period has been unique. Seldom, if ever, have business and industry taken such an interest in the public schools as they have recently. Caught in a shrinking world where they must compete globally, business and industry quickly concluded that an educated work force is absolutely essential if they are to compete successfully. They added their powerful voices to those demanding better schools.

The ferment in school reform is still alive in North Carolina. In the following pages, a capsule look at what has happened since 1989 is presented.







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*"My happiest days as  
State Superintendent  
were spent visiting  
schools and watching  
children learn."*

Bob Etheridge  
State Superintendent





I will leave office as State Superintendent on December 31, 1996, so this is my last report to the Governor and General Assembly as State Superintendent. As I reflected and studied the history of others who had held this office, I was reminded of William Shakespeare's famous line in *The Tempest* that said "What is past is prologue."

For example, John C. Scarborough, who concluded his tenure in this office on December 31, 1886, lived a portion of his life in Johnston County, as did I. He left office with the knowledge that his successor would guide the public school system into a new century, as do I. He was state superintendent during a time when the issue of governance evoked major changes, as was I.

Superintendent Scarborough, in his Biennial Report of 1896, included an appeal for an equitable system of school funding in order to achieve the Constitutional mandate for a "uniform" system of education throughout the state, as will I in 1996. He stressed the need for an improved system of teacher training and certification, for increasing the length of the school term, for increased state support of schools—all issues for me over the last eight years.

Perhaps "What is past is prologue" as Shakespeare said. I do know that some of the events of a century ago seem hauntingly familiar. If so, I can only hope that today's youngsters will share in a new age of concern for public schools such as took place at the dawning of this century with the administration of Governor Charles B. Aycock. Governor Aycock and the General Assembly put many of Superintendent Scarborough's recommendations into practice, built thousands of schools, and engendered the philosophy of support for public education that has served North Carolina well for 100 years.

As I leave this office, I view the opportunities and challenges of the past eight years as a solemn duty conferred upon me by the voters of North Carolina. I have tried to do my duty faithfully and with devotion to serve the educational needs of the children. Further, it is my fervent wish that my efforts will serve as a foundation for a new educational renaissance in our state, one that will truly give us the "uniform system of education" called for in our Constitution.

I must confess to a measure of sadness in leaving. I shall miss the contacts with my colleagues and with school students throughout North Carolina. I remain confident that if we want a better world—and I know we all do—we must describe it to little children, and they will build it for us.

Bob Etheridge  
State Superintendent 1989-1996



## Message from the State Superintendent







*"The future of North Carolina is in its classrooms today. What a tremendous resource. It behooves each of us to do all within our powers to make sure that our future leaders are offered every opportunity for future growth. For their future is ours also."*

Bob Etheridge  
State Superintendent





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## Schools in the Bob Etheridge Era 1989-1996

North Carolina's public schools are in a time of transition as they move inexorably toward the threshold of a new century. They are hemmed in by exploding technology and interminable parental expectations. They are caught—all too often—in a political and bureaucratic time warp that expects overnight changes in what is at best a 13-year process for each individual student.

Yet, the public schools have prevailed. They have continued to furnish the workers, the thinkers, the visionaries who have sustained the United States as the world's single remaining Super Power. Despite all the criticisms leveled at the schools, despite assaults from both the left and right sides of the political spectrum, the public schools remain the embodiment of the American Dream—that all citizens have the right in this democracy to attempt to make of themselves whatever their talents and dreams can envision.

Over the last eight years, North Carolina's schools have been immeasurably improved. SAT and National Assessment of Educational Progress scores have improved. The dropout rate is appreciably below where it was in 1989. Many more teachers and other professionals have been provided for the schools through the Basic Education Program. Programs to help schools in low wealth and rural areas compete are in place. The State Board of Education's new ABCs Program expands and enriches the policy of flexibility for local schools that was begun in 1989. And the people of North Carolina have just voted more than \$1.8 billion in bonds to accelerate the building of new schools throughout the state.

As the State Board of Education and the newly-elected State Superintendent move energetically to improve our public schools, it is fitting that this Biennial Report looks momentarily at what has been accomplished in the last eight years under State Superintendent Bob Etheridge, a leader who insisted on holding our schools accountable, whose policies have changed what constitutes successful teaching in North Carolina, and who, to paraphrase Will Rogers, "never met a student he didn't like."



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## What Happened to the 20-Point Plan for Improving Public Education?

*Early in his new administration, State Superintendent Bob Etheridge and his cabinet of senior officials announced a 20-Point Plan for Reshaping K-12 Education In North Carolina. The plan was described by the Executive Editor of the Raleigh News and Observer as "Finally, A Common Sense Plan for Education." The plan was innovative as well as controversial. It called for more days when children were in school. For using the driver's license as a weapon to prevent dropouts. For limiting the number of hours students could work after school. Like all good plans, the 20-Point Plan was costly and its most costly points have not been fully funded. But much has been accomplished. Here is the 20-Point Plan and its accomplishments.*

### Point 1

Provide pre-kindergarten programs for all economically disadvantaged 4-year-olds who are at risk of school failure.

*Great progress was made on this point. The State Superintendent immediately re-ordered the use of Federal funds to greatly increase the number of pre-kindergarten pupils served by local systems. The Even Start Program serves children in several locations around the state, and Governor James B. Hunt's Smart Start Program reaches others. Local systems also have access to Head Start to serve other students.*

### Point 2

Require school attendance from age 5 to age 18 or high school graduation.

*The point, designed to make sure that students were prepared for productive lives, was not politically feasible at the time.*

### Point 3

Require school attendance or graduation from high school as a condition for holding a driver's license in North Carolina. The goal for establishing the compulsory attendance age at 18 should be renewed and should be linked to attendance and school performance as a condition of keeping the North Carolina driver's license.

*The point, perhaps the best dropout weapon in the nation, has been successfully implemented in some other states, but it was not politically possible in North Carolina.*



#### Point 4

Implement dropout prevention/intervention in middle and high schools with the highest dropout rates.

*Fully achieved. The Etheridge Administration put heavy emphasis on dropout prevention, making the dropout rate part of a school's individual Report Card. Both State and Federal funds were targeted to dropout prevention. Alternative education opportunities are provided across the state to At Risk students.*

#### Point 5

Enlist employers in North Carolina to establish a policy that permits parents up to eight hours of paid school involvement per year to participate in efforts to improve student achievement.

*The Etheridge Administration won a national award for its Parent Involvement Program that encouraged business and industry to provide released time to employees for helping in schools. Hundreds of businesses complied with the request. Superintendent Etheridge also called for the State of North Carolina to provide similar time off, and that was achieved after Governor James B. Hunt Jr. was elected Governor in 1992. Legislation encouraging local boards of education to work with businesses to secure released time was approved by the General Assembly.*

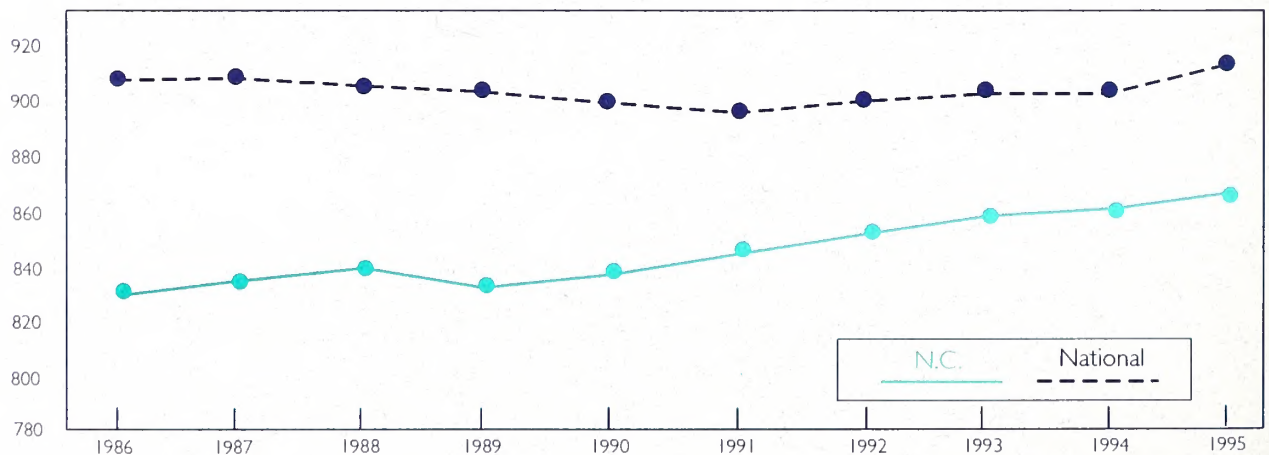
#### Point 6

Modify the average daily membership funding basis to provide incentives to local school districts to improve attendance rates.

*Funding formulas were modified and simplified, but attendance financial incentives have not been provided by the General Assembly.*

## Achievements in the Bob Etheridge Era

Average Total Scholastic Aptitude Test Score  
for North Carolina and the Nation





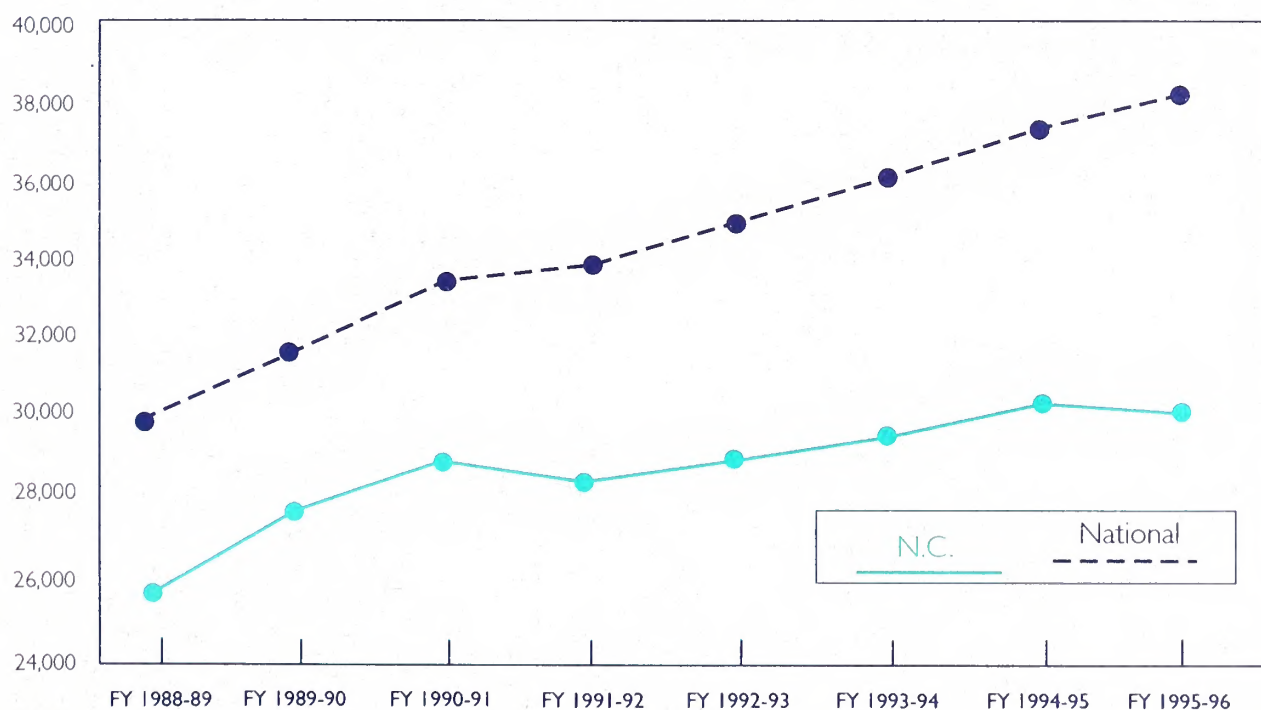


## SAT Progress

| <i>North Carolina</i> |        |      |       |
|-----------------------|--------|------|-------|
| Year                  | Verbal | Math | Total |
| 1996                  | 490    | 486  | 976   |
| 1995                  | 488    | 482  | 970   |
| 1994                  | 482    | 482  | 964   |
| 1993                  | 483    | 481  | 964   |
| 1992                  | 482    | 479  | 961   |
| 1991                  | 478    | 474  | 952   |
| 1990                  | 478    | 470  | 948   |
| 1989                  | 474    | 469  | 943   |

| <i>National</i> |      |       |
|-----------------|------|-------|
| Verbal          | Math | Total |
| 505             | 508  | 1013  |
| 504             | 506  | 1010  |
| 499             | 504  | 1003  |
| 500             | 503  | 1003  |
| 500             | 501  | 1001  |
| 499             | 500  | 999   |
| 500             | 501  | 1001  |
| 504             | 502  | 1006  |

## Estimated Average Salaries of North Carolina Public School Teachers





#### Point 7

Limit the work hours of students during the school week.

*Legislation was passed by the General Assembly that encourages local boards of education to consult with local businesses in order to accomplish this goal. Many businesses do have policies limiting the number of hours students can work and the lateness of those hours.*

#### Point 8

Confine the teaching of driver education to before school, after school, or summer.

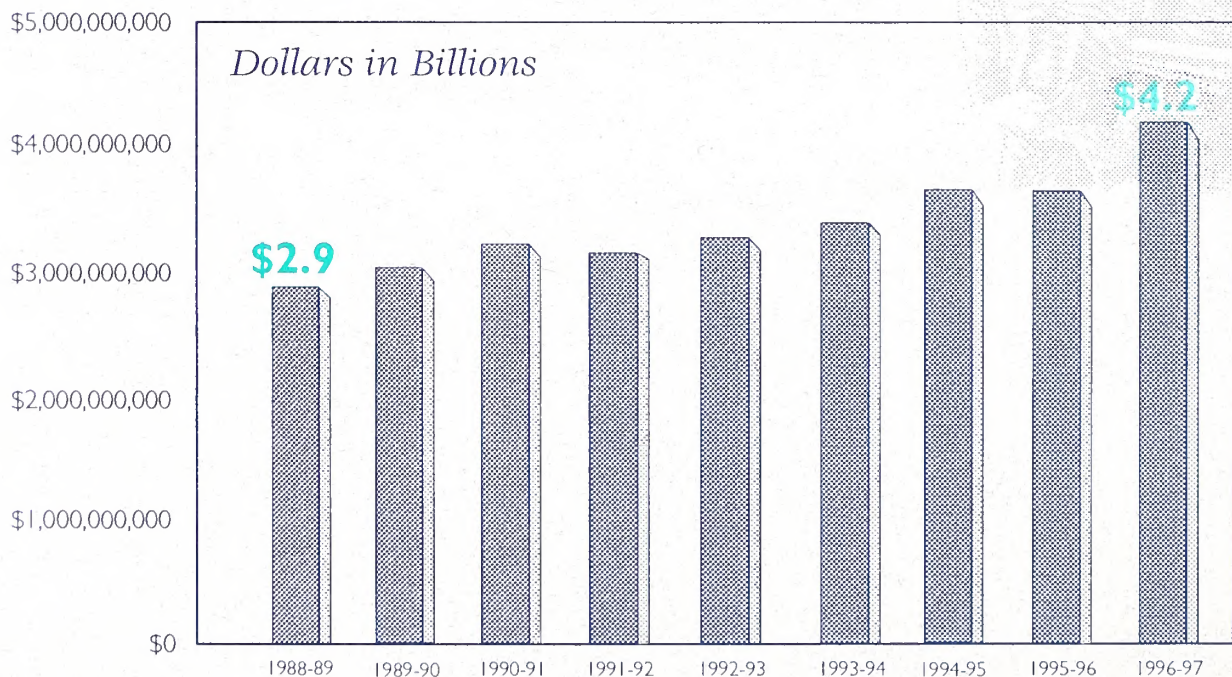
*Accomplished. The State Superintendent stood firm and thereby increased the time available in the school day for instructional purposes.*

#### Point 9

Provide more instructional time by extending the school year from 180 days to 200 days and by exploring alternative school calendars.

*The alternative school calendar portion was achieved. Many schools have gone to year-round programs of various descriptions. Others have lengthened the school day. The move to add more days to the school year is still being debated and—most experts on schools predict—will eventually be achieved. Cost is the major obstacle.*

### Total Funding for Public Instruction 1988-89 – 1996-97







#### Point 10

Strengthen the entire curriculum to reflect a major emphasis on critical thinking and problem solving concepts at every grade level, pre-K through grade 12. Align the state assessment program with the standard course of study.

*Accomplished to such an extent that the Etheridge Administration has changed the methods which constitute successful teaching in North Carolina schools. By abandoning the old California Achievement Test, which depended on memorization of facts and substituting its own state testing sequence which emphasized thinking skills and the use of logic, the state rewrote the scripts for what constituted successful teaching. Thousands of teachers worked on creating and later grading open-ended tests that forced students to think about their answers and then write answers. Teachers have said that developing tests which caused students to have to think has made a strong impression on learning in North Carolina schools. The assessment activity now parallels the Standard Course of Study.*

#### Point 11

Require a challenging high school curriculum for all students to include the following requirements:

- 4 units of English
- 3 units of mathematics (to include Algebra)
- 3 units of science (to include Biology and a physical science)
- 2 units of social studies
- 1 unit in health and physical education
- 1 unit in foreign languages/humanities
- 6 electives

*Achieved. The algebra requirement became the subject of attack from some forces and has been weakened in General Assembly action. North Carolina was the first state to achieve a requirement that all high school students take algebra.*

#### Point 12

Provide students going directly to the workforce with a transcript of special skills and competencies mastered which can be presented to prospective employees upon graduation.

*Students now may request a transcript of work completed, and efforts continue to fully implement this goal.*

#### Point 13

Offer Advanced Placement courses in all high schools or assure that they are available to all students.

*During the Etheridge Administration years, the number of schools offering Advanced Placement Courses and the numbers of students taking those courses ballooned. From 6,832 Advanced Placement students in 1989, the number grew to more than 14,300 in 1996, and the number of exams taken grew from 9,526 to almost 22,000. The number of high schools offering Advanced Placement Courses grew by 23 percent during the period between 1989 and 1996. Virtually every high school in the state now offers access to such courses.*





#### Point 14

Identify essential competencies for selected high school courses, allowing student mastery rather than "seat time" or the 150 clock hour requirement to determine course credit.

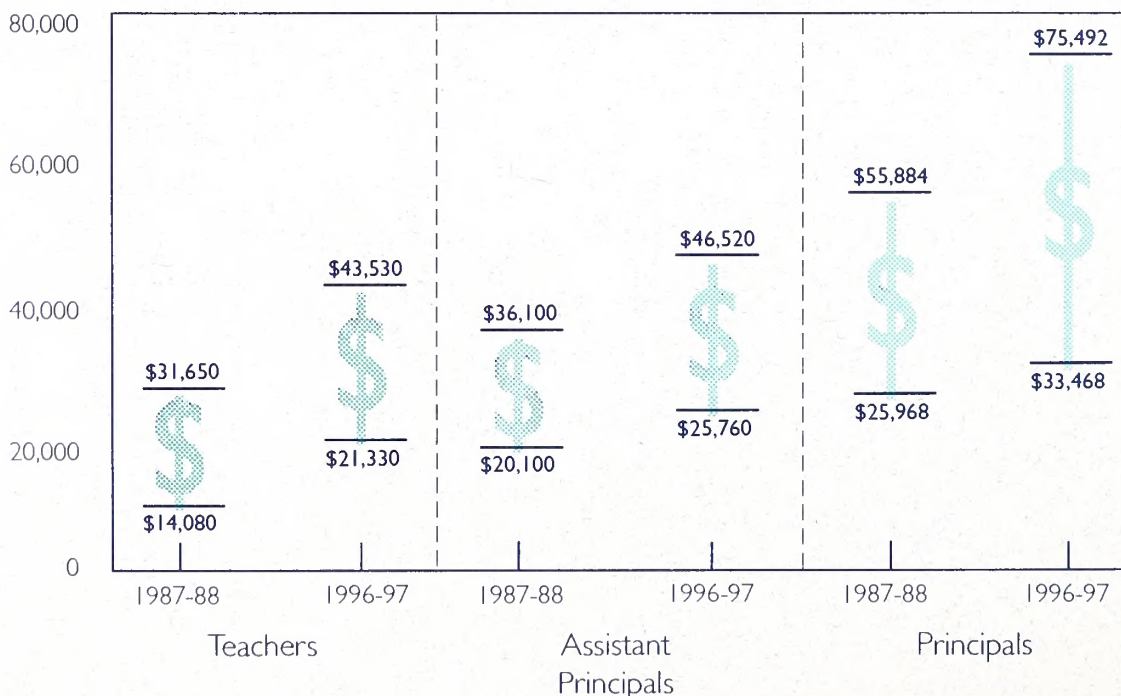
*Achieved or in the process of being achieved. North Carolina has a powerful Educational and Accountability Commission that has been given the freedom to establish the educational standards that students will meet. That commission has already determined the competencies students should have and is in the process of deciding how and when students will be judged to have met those competencies.*

#### Point 15

Promote the professionalism of teachers to include a revision of annual leave policies, salaries at the national average, and improved working conditions.

*This point is ongoing, but major progress has been made over the past eight years. Teacher salaries ranged from \$15,060 (beginning) to \$30,430 (top) in 1989. Today, the figures are \$21,330 (beginning) to \$43,530 (top). Most local units add supplements, some ranging as high as 12 percent of the state salary. Superintendent Bob Etheridge repeatedly called for getting North Carolina teacher salaries to the national average, a call that Governor James B. Hunt Jr. adopted as one of his major campaign promises in the most recent election. During the last eight years, the teacher salary schedule was changed to make it more equitable, and legislation was approved by the General Assembly that dictates that teachers and parents will have more input into the decision-making process. Senate Bill 2, and its later amendments, was strongly supported by the Etheridge Administration.*

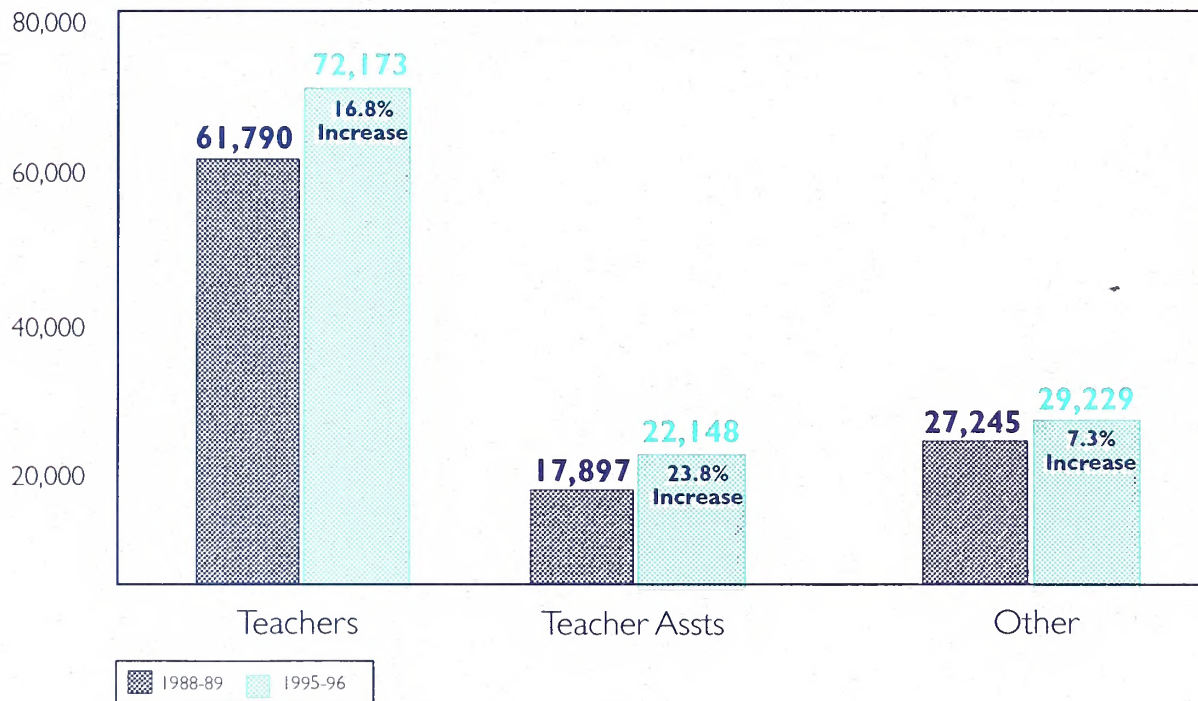
### Comparison of Highest and Lowest Salaries



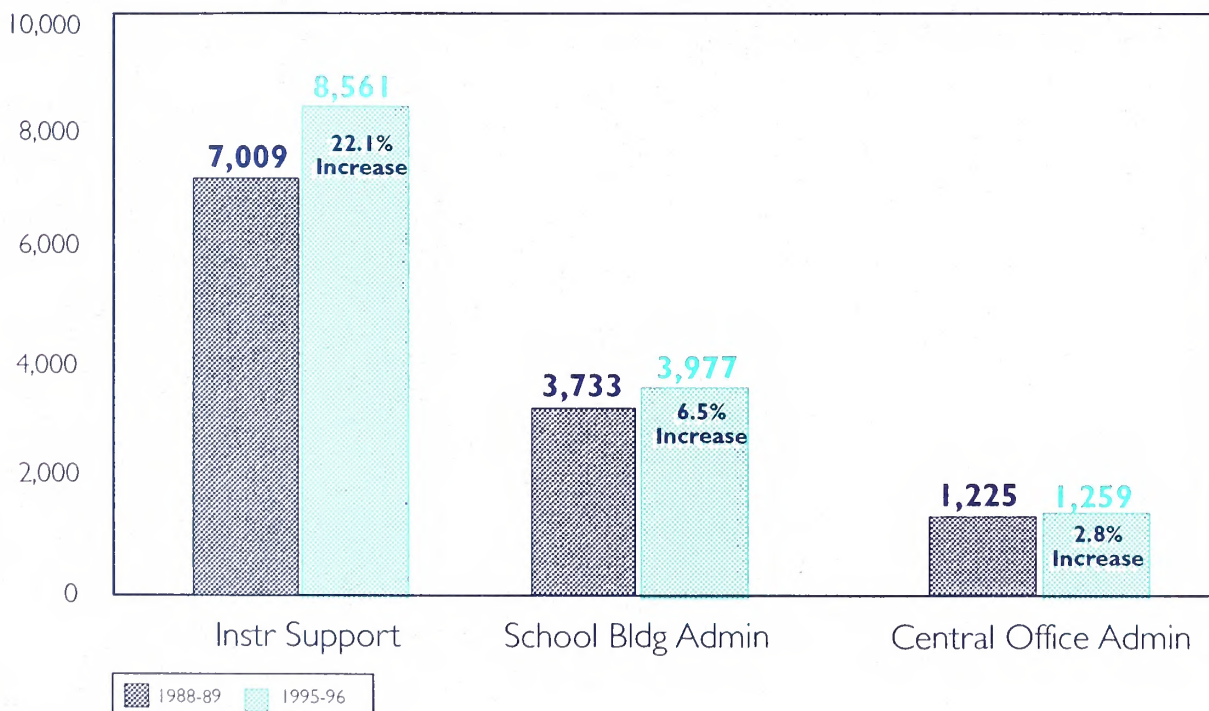




## Increase in Personnel



## Increase in Personnel







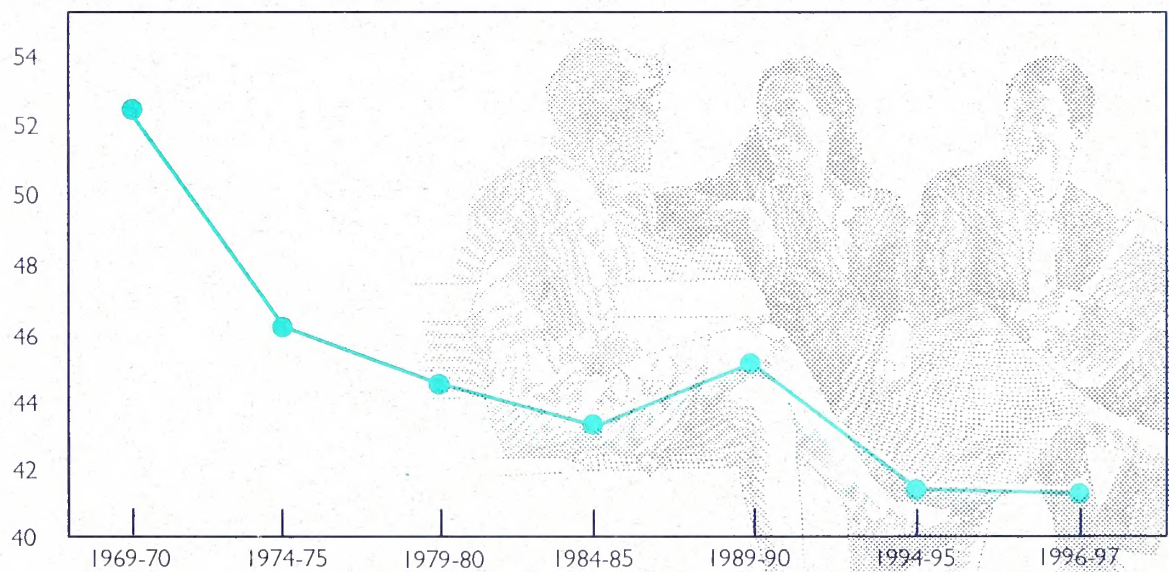
#### Point 16

Eliminate all current regulatory requirements that inhibit efforts to raise student achievement.

*This goal is an ongoing one, but it has been largely achieved and culminates in the ABCs Program that the State Board of Education is presiding over at the present time. The ABCs Program envisions giving local schools the freedom to operate in the most efficient manner while at the same time requiring that students meet certain curriculum goals.*

### Public Schools Appropriations Percent of the General Fund

Percent





### Point 17

Establish a "restructuring consortium" to support systemic efforts to restructure North Carolina schools as needed in the 21st Century.

*This goal is met by the establishment of the North Carolina Education Standards and Accountability Commission. The commission's 25 members represent business, education, civic, government, and parent interests. The purpose of the commission is to develop high and clearly defined standards for the public schools to the end that every graduating senior will demonstrate achievement of the standards before receiving a diploma.*

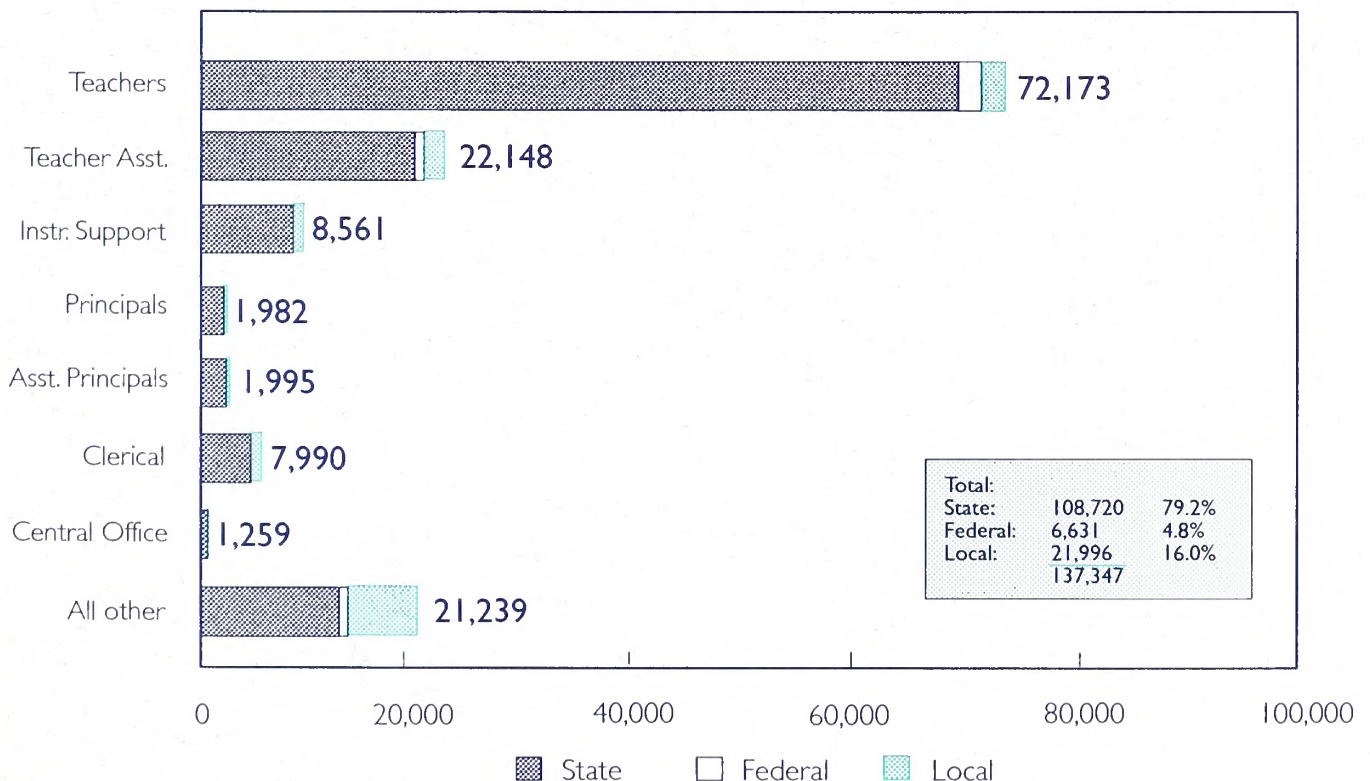
### Point 18

Develop and administer an annual "Report Card" measuring the quality of the Department of Public Instruction's service to local school systems.

*The report was initiated but has since been modified to focus primarily on reports of pupil assessment as more power was shifted to the local systems and away from the Department of Public Instruction.*



## Full-Time Personnel Paid - FY 1995-96







### Point 19

Restructure the Department of Public Instruction to provide integrated intensive technical assistance to local school districts.

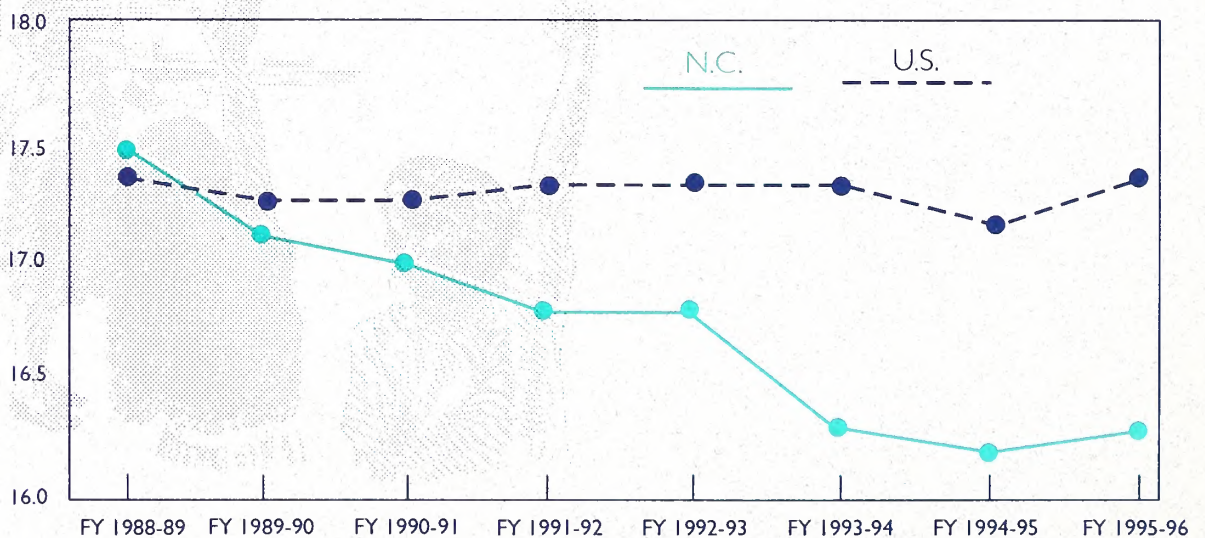
*The Department of Public Instruction was under constant restructuring over the last eight years. Superintendent Etheridge made major cuts in the numbers of employees throughout his term, cutting approximately 250 jobs or 27 percent of the jobs that existed in 1989 and reducing and redirecting the method of providing technical assistance. The General Assembly went even further in 1995, reducing the agency to about 50 percent of its size in 1989.*

### Point 20

Change the Department of Public Instruction's regional delivery system by consolidating the current eight regional centers into four Technical Assistance Centers.

*While proposed, the four regional assistance centers proved politically impossible. The old regional centers were abolished and replaced by five Technical Assistance Centers and a sixth one which operated from the Raleigh agency.*

Pupil-Teacher Ratio for  
North Carolina Public Schools







## Bob Etheridge's Recommendations For The Future

*(On the following pages, State Superintendent Bob Etheridge outlines his recommendations for the future for North Carolina public schools. The recommendations are based on his eight years of presiding over the state school system as North Carolina's first businessman state school superintendent.)*

By Bob Etheridge,  
State Superintendent



I hold a deep and abiding belief that the future of our state is directly linked to the public schools and their continued quest for excellence. North Carolina's place in the Twenty-First Century will be determined in large measure by the extent of its on-going commitment to the public schools. North Carolina citizens and their political leaders must realize the truth of the advice given by State Superintendent Alexander McIver, who said in 1872, "A system of public education cannot be made in a day. It is a thing of growth." As I leave this office, I am pleased at what we have "made" since Superintendent McIver spoke. But our best is still not good enough, not in a time when change happens with the speed of an express-train in all human endeavors.

To prepare our youth for the modern technological world they will inherit from us requires that we use modern technology in our schools, and we have barely scratched the surface in that regard. It requires that we find methods of motivating our disinterested students, and we have had limited success in that attempt thus far. It requires that we house our students in buildings that convey to them our esteem for public education, and our record on that score is far from good. It requires that we face realities in how we govern our schools and place responsibility for that governance, and we have not done so effectively.

I have spent eight years as State Superintendent. I believe they were good years for our schools, years in which we took accountability to heights never reached before, years in which we gave North Carolina citizens a Report Card on schools that allowed them to see how well their local schools were doing when compared with others, years in which we developed our own testing program based on thinking skills and abandoned tests based on rote memory.





I leave soon for a new career as a member of the United States Congress for the Second District of North Carolina. But I leave the State Superintendency with a measure of regret that I was not able to accomplish all that might have been accomplished. Some of the accomplishments I sought undoubtedly were not achieved due to my own failings and those of others, but some failed because we are operating public education in North Carolina within a flawed structure and because we are too impatient to stay the course on needed reforms.

Following, therefore, is a short list of recommendations that I make to our political leaders and to our citizens as I leave the office of State Superintendent. The recommendations are made in a spirit of non-partisanship by an individual whom the citizens of North Carolina have twice elected as their State Superintendent.



### I. Governance of Public Education:

The current system of governance is now more flawed than it ever has been and needs to be changed. The new State Superintendent has been stripped by statute of all power. Yet, he has just completed two state-wide races for the position and has received more than 1.4 million votes from the citizens of the state who have a right to expect that he will provide leadership.

It is time that North Carolina made the Constitutional changes necessary to instill accountability in its educational governance structure. If the State Superintendent is to be powerless, the office should be abolished and an educational commissioner appointed by and fully responsible to the State Board of Education should be created. Whatever decision is made regarding the superintendent-commissioner issue, the State Board of Education appointment process should be changed and the term of board members decreased so that a new Governor has the power to initiate his or her educational program immediately. I recommend that a Blue Ribbon Commission study this problem and make bipartisan recommendations to solve what is an unworkable structure.



## 2. Re-Visit the Basic Education Program:

In the past 15 years, we have embarked on many reforms. In the early 1980's there was the Career Ladder Program that was supposed to reward the best teachers. That was followed by the Basic Education Program that was designed to place needed personnel in our schools and place a floor on the curriculum offerings of our schools. Then we had Senate Bill 2 and its later derivations. Site-Based Management. The Standards and Accountability Commission. Now we have the ABCs Program designed to get Raleigh out of local decision making and offer more flexibility for local systems. Somewhere along the way, we lost the momentum for the Basic Education Program. I recommend that the General Assembly revisit this worthwhile program. It offers the personnel we need in our schools. It offers a real opportunity to work effective equity into our poorer systems. I believe the Basic Education Program is a reason our SAT scores have improved so dramatically recently and why our scores on the National Assessment of Educational Progress are headed significantly higher.

## 3. Teacher Salaries:

Teachers' salaries are too low to attract and keep the outstanding individuals we need in our schools. The salaries often depend on which political leaders the state's major teacher organization backed in the last election—perhaps the one worst way to determine whether teachers get a raise. Teacher salaries ought to be a nonpartisan issue since every citizen benefits from a better education system. The General Assembly and the Governor should agree to raise the average teacher salary to the national average and index it there in the future. Along with that move should come an extension of the training required of teachers to achieve professional licensure. The new program should require a five-year program culminating with the Master's Degree after a more extensive student teacher internship.

## 4. Twelve Month Employment for Teachers:

Perhaps nothing ties North Carolina more closely to the old agricultural school calendar than the fact that teachers are only employed for 10 months. Students are enrolled for nine months plus 11 days. As communities move into year-round school calendars and as the need for more time for staff development of teachers increases, the state should begin offering 12 months of employment for teachers who wish to work throughout the year. There will necessarily have to be a period where teachers who prefer 10 months of employment have such opportunities, but clearly there is a growing need to have many teachers on 12-month contracts.

## 5. Equalization of Opportunities:

There will always be a certain amount of opportunity or lack of opportunity based solely on the accident of a child's birthplace. North Carolina has recognized this with its equalization fund for low wealth and rural districts. More equalization money is needed. Our Constitution promises a "uniform system of public education." We should offer no less to all our children, no matter where they reside.







## 6. School Facilities:

North Carolina voters have just authorized \$1.8 billion in state dollars for school construction, about one-third of what local superintendents and boards of education tell us is needed to bring our schools up to a minimum level. School buildings do matter. They tell our children how important we consider education to be. They send a signal every day. North Carolina voters want our schools to be modern, safe, and designed for optimum learning. The state must assume more of a role in construction of local school buildings with a dedicated tax source that assures a continuing involvement in local school facilities year-after-year.

## 7. Give Teachers Laptop Computers:

Public education is caught in the most pervasive technological explosion ever to hit the nation. But the schools are on the periphery of that explosion. One study makes the point that more first graders are computer literate than are first grade teachers. If so, that statement defines the extent of the problem. Suffice it to say, many of our teachers have not had the training or the time to become computer literate. They must be provided the time and the training if our students are to make the desired progress. The General Assembly should appropriate funds to provide each classroom teacher with a laptop computer and sufficient training so that each teacher will become computer literate and able to use the Internet within 12 months of the delivery of the computer. I believe such a program would make North Carolina a leader in the nation within a two-year period. It does little good to appropriate millions of dollars for computers if they end up in media centers instead of classrooms, or—worse—gathering dust in closets.

## 8. Teach Character Education:

One of our founding fathers, Benjamin Franklin, perhaps said it best with his statement that, "A free society cannot survive unless the values upon which it is grounded are fully comprehended and practiced by each succeeding generation." In our diverse culture, our teachers and administrators have been intimidated from teaching character values for fear they would be criticized for attempting to indoctrinate children. Surely we should be able agree that virtues such as respect, responsibility, honesty, justice, integrity, patriotism, and the common core of personal and social morality that is required in the laws and heritage of the United States have a place.





## Religion:

Teaching civic virtue and moral education necessarily leads to the question of whether the schools should teach religion. Certainly, the schools cannot and should not be involved in promoting a particular religion or religious practice. That is the task of the home and of churches. But schools should teach about religion, all religions. How else can students learn about the cultural impact of religion? How else can the philosophy of religious freedom that distinguishes the United States be fully explained in a history class? Critics who charge that the public schools have become “Godless” have a point. In a sincere attempt to follow an unclear “law of the land,” our school teachers and administrators may have erred and attempted to prevent students from personal religious expression, to which students have a right, in school or out of school. The Founding Fathers of this nation never intended that religion be eradicated from all facets of the nation’s life. What they intended was that the state not become a promoter for any particular religion. Communities should formulate policies that reflect the common ground of understanding about teaching about religion in the community and share those policies with the community’s teachers and administrators.





## Biennium Budget Request For 1997-99

### Improve Student Performance

|     | 1997-1998    | 1998-1999    |   |
|-----|--------------|--------------|---|
| 1.  | \$28,614,077 | \$28,614,077 | Reduce Class Size in Grade 3 from 1 teacher and 1 teacher assistant per 26 students to 1 teacher and 1 teacher assistant per 23 students          |
| 2.  | \$18,750,609 | \$18,750,609 | Reduce student to adult ratio in Grades 1-2 by funding 1 teacher assistant per 23 students (these were not funded when class size was reduced)    |
| 3.  | \$49,709,462 | \$50,424,512 | Award incentives to schools that meet exemplary growth in student performance   |
| 4.  | \$3,085,900  | \$3,964,834  | Provide supporting funds for assistance teams and technical services to help low-performing schools   |
| 5.  | \$10,000,000 | \$10,000,000 | Improve services to students with limited proficiency in English  |
| 6.  | \$28,859,166 | \$57,718,332 | Increase funds for school safety and violence prevention through additional funds for the At-Risk Student Services/ Alternative Schools allotment |
| 7.  | \$29,853,688 | \$60,180,742 | Fund exceptional children's areas at levels closer to needs, including Handicapped, Gifted, Willie M., and the Governor's Schools                 |
| 8.  | \$300,000    | \$300,000    | Fund special projects including the Geographic Alliance, Math/Science Centers, Writing Project and Athletic Trainers                              |
| 9.  | \$71,000,000 | \$72,000,000 | Fund 3-5 networked computer systems and accompanying software for every K-5 classroom   |
| 10. | \$3,000,000  | \$3,000,000  | Support initiatives to improve student achievement in reading, writing and mathematics basic skills   |



## Enhance the Teaching Profession

|    |               |               |  |
|----|---------------|---------------|--|
| 1. | \$231,679,039 | \$487,501,150 | Support 10.3% salary increases for teachers to achieve the national average in 4 years   |
| 2. | \$63,721,535  | \$63,721,535  | Provide for three days of extended staff development time for all teachers and extend the months of employment for some teachers, allowing local flexibility in determining which teachers will work the extended calendar |
| 3. | \$36,000,000  | \$36,000,000  | Provide laptop computers, software, and related training for all teachers in grades 4-8  |
| 4. | \$1,975,485   | \$3,018,447   | Reward teachers who receive national certification through the National Board of Professional Teaching Standards by funding the application fee, three days of preparation time, and four percent additional pay annually  |
| 5. | \$1,747,465   | \$1,000,000   | Increase number of scholarships available for prospective teachers   |
| 6. | \$2,382,375   | \$2,382,375   | Provide a comprehensive Support Program for new teachers during the initial certification period   |



## Fully Implement Legislated Statutory Requirements

|    |               |               |  |
|----|---------------|---------------|--|
| 1. | \$575,000     | \$575,000     | Support state services for charter schools (HB 955 Chapter 731)  |
| 2. | \$498,800     | \$283,900     | Support state services for school facilities initiatives (GS 115C-521(a), HB 53 Sec. 18.18, HB 1100 Chapter 631)                         |
| 3. | \$10,000,000  | \$10,000,000  | Upgrade ten year old uniform Education Reporting System to ensure accurate financial, personnel and student information (GS 115C-12(18)) |
| 4. | \$591,752,601 | \$909,435,513 | Total Expansion Request  |



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## Notes





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## Notes



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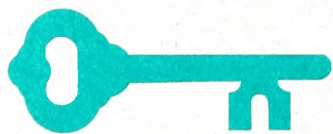
## Notes







*If North Carolina is ultimately to achieve its rightful place as one of the nation's leading states, it will accomplish that goal by first investing heavily in its own human capital to assure that its public schools are among the best in the nation and world. Spending on public education is the best investment in the future.*



Bob Etheridge  
State Superintendent  
1989-1996